**DATE: February 13th – 17th, 2012 WEEK: 23 GRADE:** First Grade

|  |  |
| --- | --- |
| X  **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: Unit IV Sharing The Planet** | **Subject Area:** English **Unit 3 “Neighbourhood news”**  **READING** |
| **ACHIEVEMENT INDICATORS:**   1. Uses intonation to reflect content /characters / punctuation. (Phase 2) 2. Understands sound–symbol relationships and recognizes familiar sounds/symbols/ words of the language community. (Phase 2) 3. Infers, synthesizes and determines importance when reading. (Phase 2) 4. Describes the plot of a story. (Phase 3) | |

**LEARNING EXPERIENCE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 🕑 | **A.Indic** | **Learning Engagement** | **Materials** | **Comments** |
| 20 mins/ each | 2  1,3,4  1,3  2 | **MONDAY**  **Phonemic awareness**  **Fabio’s group** play a game differentiating between the ‘sh’ and ‘ch’ sound, with an emphasis on the mechanics of producing the sounds with the mouth.  **The teacher’s group** Play the song for ‘g’ as in giant as you and the children follow on Phonics Song Chart 13. After playing the song twice, ask the children what they notice that is unusual (that Gg can have two sounds, /g/ and /j/). Ask the children to identify which words begin with /j/ and which with /g/. Stick the picture of the giraffe on one side of the board, and the picture of the goat on another. Write the /g/ words under the goat, and the /j/ words under the giraffe.  Have the children look in books (ORT plus some harder ones) for words that begin with ‘g’ and to share them to be written up on to the board. Suggest that if the children are not sure whether the word starts with /g/ or /j/, they should try pronouncing it both ways and thinking about which makes sense / is familiar.  **TUESDAY**  **Plot**  Explain to the children that the important events that happen in a story are called the plot. Tell them that the plot usually includes a problem and ask them to identify the problem in *Good News* (that Camila does not have any news to share). Ask if the children know what follows after the problem – a solution. Explain that this fixes the problem. Give the children the small copies of the book and have them read the first 2 sentences of p.4 and tell the children that this is one event in the plot. Explain that the solution usually comes at the end of the story.  **Academic Discussion Strategy**  Write these questions on the board and read them together: “What do you think Camila likes best about her neighbourhood? Why?” Guide a discussion in which children ask others for their opinions or ideas. The children should justify their opinions: “I think ..... because .....” using their copies of the book.  **WEDNESDAY**  **Interactive Reading**  Partner retelling: model using the back flap of Good News to retell the first part of the story. Then have pairs of children take turns using the back flap in their small copies to practise retelling the story.  Apply comprehension strategy: Have partners of mixed language abilities think about how they can put together information from the pictures and words to form new ideas about what they read. Children should draw or write in their notebooks based on Skills Master p.83 to record their thinking as they synthesize information. Invite volunteers to share their new ideas and explain how they were able to better understand the story.  **THURSDAY**  **TEACH HIGH-FREQUENCY WORDS (stop, book, next)**  Introduce the high-frequency words **stop**, **book**, and **next**, ask children to give an example of a sentence / phrase with each word; spell each word aloud as you write it on the board.  Ask a volunteer to find:  **stop** on p.4 of Good News big book, **book** on p.6 and **next** on p.1. Together, read the words several times to practice automaticity.  Add the words into the word wall.  **Beat the timer:** Ask volunteers to read as many words on the word wall as possible in one minute. When the time is up, encourage the volunteer to try again. Students can aim to read more words on the second try. | Phonics Song Chart 13 ‘Gg’  Phonics Audio CD  Big Book “Good News”  Small copies of “Good News”  Language notebook  Small copies of “Good News”  HFWs  *Stop*  *Book*  *Next* |  |